CORRESPONDENCE

To the Editor, *The Mathematical Gazette*

DEAR SIR,—During the discussion on the shortage of teachers at the Annual Meeting in 1964 it was suggested that, if the Universities would accept single-subject " A " level mathematics as a qualification to read Honours Mathematics, more students would be available. The single-subject papers however have the disadvantage that neither pure mathematics nor applied mathematics can be covered adequately if the syllabus is not to become overloaded.

Surely a better solution (and, from conversations I have had, one more acceptable to the Universities) would be that either a good " A " level pure mathematics and " A " level physics, or a good " A " level pure mathematics and an " A " level arts subject, should be accepted by the Universities for an Honours Mathematics degree. The former combination would cater for pupils who wish to do mathematics and science in the sixth form before committing themselves to reading mathematics, and the latter combination would cater for pupils, perhaps mostly girls, who want to do mathematics in an Arts sixth form, and who would not do any mathematics otherwise.

In either case the University might have to have a preliminary applied mathematics course for one term before starting the normal syllabus, but the added facility in pure mathematics would make this much easier than at school.

" A " level pure mathematics and " A " level arts subject is also an excellent qualification to read Honours Mathematics and Education (York University), Honours Mathematics and Economics (Nottingham), Honours Pure Mathematics (Warwick).

Perhaps other Universities will also start such degree courses (Mathematics and Psychology, for instance). These degrees would appeal particularly to women and would perhaps provide for potential teachers.

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Yours sincerely,

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To the Editor, *The Mathematical Gazette.*

DEAR SIR,—As a Professor of Applied Mathematics it is occasionally my lot (a not unhappy one) to be consulted by my colleagues in other fields regarding mathematical problems which arise in their particular disciplines. A recent experience may be of some interest and afford some amusement to your readers.

Two or three weeks ago I was approached by a colleague in the Geology Department and asked about the pressure gradient which would be necessary to push a given amount of viscous fluid through a broad but shallow cleft in a given time. He had consulted a book on hydraulics